



MacIntyre Academies
Venture Academy

SEND INFORMATION REPORT

1. The kinds of special educational needs for which provision is made at Venture Academy

Venture Academy is a specialist day and mixed special school for learners aged 9-16 (years 5-11) whose primary needs are Social, Emotional & Mental Health (SEMH) and Autistic Spectrum Conditions (ASC). The majority of our learners are from the county of Warwickshire currently, but we do consider pupils from other areas who match our learner profile.

2. Information, in relation to EHCP status of our pupils or pupils seeking admission to Venture Academy

Pupils who attend Venture Academy do so because they have been made subject of an Education Health and Care Plan. All referrals for placements either from within or outside Warwickshire, should be made through SENDAR; an assessment or a place at the special school cannot be offered without consultation with the SENDAR, approval from the Admissions Panel and the agreement of the funding authority where it is not Warwickshire County Council.

SENDAR, in conjunction with the special school, will discuss the suitability of an assessment placement at an Admissions Panel.

If an assessment placement is agreed between SENDAR and Venture Academy, it must be understood that it is for assessment in the first instance and that this is for a time limited period of up to twelve weeks.

Where a placement is offered without an assessment period, this will still be subject to annual review to ensure that it remains suitable.

It is critical that before families choose Venture Academy that they visit us and meet key staff. We are proud of our school, but it needs to be right for you and your child.

Prior to any child joining Venture Academy our Family Footings Facilitator and at times one of our safeguarding team, meet with the family and child, often at the family's home. During this time information is gathered and key documents are created: such as a child's initial learning support plan and individual risk assessment

3. Information about the school's policies for making provision for pupils with special educational needs

(a) how the school evaluates the effectiveness of its provision for such pupils;

The School has introduced a rigorous system of quality assurance and our effectiveness is monitored by MacIntyre Academies Trust and the delegated LAB. This considers how we are meeting the needs of our complex cohort throughout the year and their time with us.



(b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

The school uses SOLAR for schools as its main assessment tool and additionally uses exam board criteria to measure progress in accredited subjects. We baseline pupils in their first 12 weeks with us in order to ascertain their starting points. This longer than usual baselining period gives us time to fully understand our pupils and their needs.

(c) the school's approach to teaching pupils with special educational needs;

We adopt a number of strategies and approaches to teaching our pupils. These include, but are not limited to the use of some Alternative communication tools, age appropriate reading and writing materials, utilising the special interests of our ASC pupils where appropriate and using key tools such as phonics in order to close or fill gaps in prior learning that may have been missed due to long periods of absence in previous settings.

(d) how the school adapts the curriculum and learning environment for pupils with special educational needs;

Our curriculum follows the broad expectations of a mainstream curriculum for our cohort. However, there are times when due to their low entry points our pupils must revisit prior areas of learning that they missed in a previous key stage. We do this, wherever possible, in a way that builds self-esteem and makes work 'feel' age appropriate.

(e) additional support for learning that is available to pupils with special educational needs;

Our classes are well staffed with 1 teacher, 1 HLTA and 1 TA. There are some pupils who have dedicated time 1:1 in order to support them in key areas of learning. We also utilise our therapeutic team in order to ensure that learning is matched to the holistic needs of the child.

(f) how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs; and

All activities are taught and resourced in a way that enables access for all.

(g) support that is available for improving the emotional, mental and social development of pupils with special educational needs.

We provide a comprehensive range of therapeutic and pastoral support from both our substantive team and through providing external specialists such as our integrated therapist, Art Therapist and Drum Therapists. The school has a dog that visits most days and is available to support pupils with calm time or movement breaks. Pupils individual plans outline the most effective ways to support them and the school uses the zones of regulation to discuss with pupils how they might feel at any given time.

4. Responsible Colleagues

As a special school we do not have a single SENCO as we expect all of our teachers to be equipped to support SEND Learners and their families. We believe our offer of specialist teaching, family support, therapeutic specialists and external contracted specialists enable us to make a comprehensive and robust offer to support pupils.



Any questions about our SEND teaching and learning provision can be directed to our senior teachers who also jointly hold responsibility for Children Looked After:

- Gary Pearcy – Years 8-11
- Katy Griffin – Years 5-7

Any questions about our core offer, new interest in our school or how we help families can be directed to:

- Emma Day – Family Footings Facilitator

Any enquiries about therapeutic support or for new referrals for therapeutic support for pupils on roll, can be directed to:

- Luke Perring – Education Welfare Officer/Deputy Designated Safeguarding Lead

Our safeguarding team are:

- Emily Hopkins-Hayes – Principal and Lead DSL*

*Any concerns about the conduct of staff, volunteers or contractors should be directed to the Principal only wherever possible

- Luke Perring – Education Welfare Officer and Deputy DSL
- Katy Griffin – Senior Teacher and Deputy DSL
- Jennie Nicholls – School Business Manager and Deputy DSL

Any other concerns about the welfare of a pupil can be directed to any member of the safeguarding team. If you have concerns about the school that you wish to take up with someone independent to the staff team our local advisory board Safeguarding Officer is Michelle Cresswell. Her details are available under governance on the website.

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

We know that in order to build our pupils into scholars, we need to first build the self-esteem, confidence and life skills of our pupils. In order to achieve this, we deliver meaningful lessons and a holistic curriculum that equips pupils for life.

Through working with our therapeutic team, external partners, families and teaching team we provide our pupils with opportunities to take risks in their learning, develop their world view and achieve success.

Our pastoral team including our Behaviour Support Leader, Educational Welfare Officer and Family Footings Facilitator are on hand to help and support our pupils to overcome challenges day to day in their learning. Our restorative practice designed to resolve conflict, develop empathy and learn from adversity is a valuable tool to support our pupils to become active citizens in the world.

Our team receive specialist training in ACE's, Trauma and ASC.

6. Information about how equipment and facilities to support children and young people with



special educational needs will be secured.

Wheelchair access is possible at the ground level, but accommodations could be made if required in the future with funding to further improve this across the site. We have an accessible toilet on the ground level that is equipped for a wheelchair user and has an alarm system if support is required.

We use adaptive software to support learners such as Communication in print, dictation software and screen filtering software to support learners with Dyslexia.

The Academy is beginning to update its provision for specialist teaching with the introduction of a computing room, Food technology space and science room.

Our pupils benefit from small groups, supported by skilled and experienced staff. Wherever possible we integrate therapeutic advice and practices into our provision in the classroom.

7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

We liaise with parents regularly through emails, phone calls and face to face discussion. We ask families and pupils to contribute to pupil learning and support plans. We invite parents and carers into the school where possible or meet with them virtually through MS teams. Parents/carers are welcome to annual reviews and where appropriate MDT meetings.

We use parent pay, twitter and letters to keep families up to date with information, advice and changes in the academy.

Our pastoral team, which includes our Family Footings Facilitator, Education Welfare Officer and Compassionate Schools Coach work closely with families throughout the year and know our families, their circumstance and needs well.

8. The school's approach to curriculum, learning and assessment

In line with our focus on the individual child, every pupil has their own set of targets they are trying to work towards.

Our focus in the curriculum is 3-fold – to give pupils a parallel experience to their mainstream peers, to close the gaps in their learning and to prepare them for their next challenges in learning and in life.

Learning in our Academy is structured for our pupils as follows:

- Years 5 and 6 (and some year 7 pupils) follow a primary learning model, where they have the same teacher for most lessons, except some specialist areas of learning such as P.E.
- Years 7 (with some exceptions) to year 11 follow a secondary model of learning where they have subject specialist teachers for most lessons and can advance to accredited learning in some subjects from Entry Level 1 to G.C.S.E. Level.

We utilise external specialists in some areas of learning for example our forest school programme and music.

Pupils are tracked in their progress through SOLAR and we use an 90% threshold in order to complete levels of learning, unless an individual pupil has specific issues accessing some areas of learning in which case the threshold may be lowered on an individual basis after careful consideration with the senior team



9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

You can find our complaints procedure by following this link

Alternatively, if you simply want to give us feedback about any aspect of our provision, please email admin.venture@macintyreacademies.org

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

We want to be an open and inclusive Academy that builds lasting and impactful relationships with our pupils, their families and others invested in their success. This means that we regularly liaise with local authority education services including SENDAR and the Plan Co-ordinator (often referred to as PlanCo).

We also work extensively with other specialists such as Social Workers, Educational Psychologists and the community police team.

In addition to local networks we try to keep our practice up to date with research and development in Autism and SEMH provision by being part of national networks and at times participating in research projects. This in turn informs how we work with pupils and their families.

We happily offer support to other schools who might be looking for ways to engage pupils with EHC plans or who perhaps may need to be considered for one in the future.

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.

For SEND support, information and advice check out:

<https://www.warwickshire.gov.uk/special-educational-needs-disabilities-send>

For external independent advice and support about EHCPs you can contact:

<https://www.ipsea.org.uk/>

12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

Next Steps Planning

As a result of the rapid progress pupils can make in a specialist setting like ours and/or as a result of our rigorous monitoring of pupils, it may become apparent that it would be more suitable for a child's further progress for them to be considered for placement in either a mainstream school or different alternative setting. In addition to this, there may be times when parental or pupil preference expresses the need to consider another setting, whilst this is rare, we will support children and their families to explore their options thoroughly.



Placement in Mainstream Provision-

This will apply when a detailed review of all the information about their progress indicates one or more of the following:

- The child's needs are no longer a barrier to accessing the curriculum in a mainstream setting
- The child no longer requires specialist provision.
- There is evidence from professionals across all of the agencies involved that the child will benefit from a placement in a mainstream school.
- The child no longer requires an EHCP
- A mainstream setting with an appropriate specialist base is deemed to meet need

Placement in a Different Alternative Provision

This will apply when a detailed review of all the information about their progress indicates one or more of the following:

The child's special educational needs have changed to the extent that the provision offered by the school is no longer able to meet their needs and they require different specialist facilities and resources which are beyond the school's offer

The child's continued placement at the school is incompatible with their efficient education, that of other learners and with the efficient use of resources.

Consideration is always given to the compatibility of the provision for an individual learner with the efficient education of other children and the effective use of resources available to the school in the widest sense; for this reason the school may take the decision that it is not able to provide them the most suitable or appropriate provision when the previous points above do not apply.

13. Information on where the local authority's local offer is published.

Warwickshire County Council publish their local offer here <https://www.warwickshire.gov.uk/send>